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Report of the Investigating Committee (see *The Classical Journal* 17.22-25 [October, 1921]). This score-card is being prepared by a Committee of The New York Classical Club, Dr. Barclay W. Bradley, College of the City of New York, Chairman.

(25) A study involving the construction of a test to be used in measuring the effect of the study of Latin upon the development of certain ideals, such as patriotism, fidelity, social service, selfsacrifice, or, in other words, the "emotional attitudes of pupils toward social situations". This study is being developed by a Committee of The New York Classical Club, Dr. Barclay W. Bradley, College of the City of New York, Chairman.

(26) A study, conducted by Mr. Warren B. Rodney, Graduate Student in the Department of Education, University of Rochester, under the supervision of Dr. L. A. Peckstein, Department of Education, of the 10,000 words in Thorndike's Teacher's Word Book, to determine the Latin words which interpret the largest number of words in this list, and the relative proportion of Latin, Greek, and Anglo-Saxon words among these 10,000. This study is in a large measure a deliberate duplication of No. 5 above, to secure a check on that study.

(27) A study, under the direction of Professor S. E. Stout, of Indiana University, to determine at what point in the list of Latin derivatives contained in the 10,000 words of Thorndike's Teacher's Word Book it may be reasonably assumed that pupils beginning Latin are familiar with the majority of words up to that point and unfamiliar with the majority of words after that point.

(28) A study, under the direction of Dr. W. W. Charters, Carnegie Institute of Technology, Pittsburgh, to determine through group-interviews the best opinions of experienced teachers as to the most effective methods for developing in pupils the various mental traits commonly ascribed to the study of Latin.

(29) A diagnostic analysis of the answer papers in Latin II, III, and IV given by the Regents of New York State. This is under the direction of Mr. S. Dwight Arms, State Department of Education, New York State, Mr. Elmer E. Bogart, Principal, Morris High School, New York City, and Mr. J. C. Morrison, State Department of Education, New York.

(30) A study, conducted by Professor Alexander J. Inglis, of Harvard University, designed to measure the effect of the study of Latin upon work done by first-year pupils in other subjects, similar to the Mathematics experiment conducted by Mr. Marsh, and described in *Educational Administration and Supervision*, for November, 1921, pages 458 ff.

(31) A study, carried on under the direction of Professor M. V. O'Shea, of the University of Wisconsin, to determine the extent to which graduates of Colleges have since graduation made use of their knowledge of Latin for professional purposes or for personal enjoyment.

(32) A similar study, carried on under the direction of Professor M. V. O'Shea, with regard to High School graduates.

(33) A study, carried on directly by the Special Investigators, to determine the percentage of Latin pupils who presumably will at some time during their High School course study each of the following subjects: French, Spanish, German, Biology, Physics, Chemistry, General Science, Geography or Physiology, Mathematics, Music, and Commercial Subjects.

(34) A study, conducted by Professor Frances E. Sabin and Professor W. L. Uhl, University of Wisconsin, to determine the relative amounts of time spent in the preparation of lessons in Latin and in the preparation of lessons in other subjects of the curriculum.

(35) An analysis of typical examination papers (question papers) secured by random sampling from Schools of all types in all parts of the country. The purpose is to determine the relative importance attached by teachers to the various immediate and ultimate objectives.

(36) A study, directed by Dr. M. B. Hillegas, Teachers College, Columbia University, to determine the standard of English used in translating the Latin passages in the examinations of the College Entrance Board and in the Regents' examinations of New York State.

(37) A study, at present under the direction of the Special Investigators, to determine the relative interest of pupils in the various authors read in High School and the relative emphasis given in the classroom to the various elements of the Latin work.

(38) A study, at present carried on by the Special Investigators, of the courses in the training of teachers now offered in Colleges and Normal Schools.

(39) A study, at present limited to Iowa State University, under the direction of President Jessup, to determine the effect of the previous study of Latin upon the mastery of modern foreign languages in College.

Special Investigating Committee

W. L. CARR

MASON D. GRAY

W. V. McDUFFIE

ANDREW F. WEST,

Chairman.

THE TESTING OF EDUCATIONAL VALUES

The extensive program undertaken by the American Classical League to enlist Schools the country over in formal tests of the educational value of the study of Latin is bringing this whole subject more sharply than ever before to the attention of teachers of the Classics.

In view of the fact that this Investigation is just in its inception, it is, to say the least, surprising and unfortunate that one of the chief investigators should seem to attempt to prejudice the whole case, as has

been done in *The Classical Journal* 17. 52-65 (November, 1921), in an article entitled *The Function of Latin in the Secondary Curriculum*, by Dr. Mason D. Gray, which consists largely of a violent attack upon Latin as now taught¹.

Presumably the American Classical League was launching upon a calm, dispassionate measurement of the values realized through present methods of teaching Latin; but here we are assured in advance that our critics are right, and that these values are nil—the one possibility of salvation being along the lines of the report of the Committee on the Junior High School Syllabus in Latin for New York State, according to which Latin is no longer to be taught as an end in itself, but must be made a *corpus vile* for drill in the derivation of words and other forms of training.

As said above, it is unfortunate that the case should thus be prejudiced at the very start. For the experimental test of educational values is yet very far from having attained the position of an exact science; and an investigator who begins work with a strong bias is almost sure to find confirmation of his own views.

Under these conditions it becomes necessary to reach some general understanding as to aims and purposes of the League in this Investigation; and, to this end, the following questions are proposed:

(1) Is it desired and intended that there shall be an adequate and unprejudiced measurement of the values realized from Latin as taught now and in the past?

(2) Is it good policy to join forces with the bitterest foes of Latin in order to push more effectively the claims of some one particular method?

(3) As to educational tests in general, to what extent have results justified confidence in the methods followed?

(4) Would good teachers of Latin care to continue the work, if forced to follow some such plan as is outlined in Dr. Gray's *Introductory Lessons in High School English and Latin*?

(5) Granting the willingness to try, would teachers of the rank and file be able to teach any *Latin* with such a method?

(6) Is it true that the fate of Latin in the Schools turns primarily upon the question of method?

Obviously a whole volume would hardly suffice for a full discussion of the above questions. Within the limits of a short article only a few points can be considered briefly, following the numbering as given above.

(1) This question must be answered by those in control of the Investigation. But it should be noted that, if the other Investigators of the American Classical League share the views of Dr. Gray, we cannot hope that the present Investigation will result in a dispassionate and impartial measurement that will

adequately bring out the educational value of Latin as taught now and in the past.

(2) and (3). As to the reliability of formal measurements as a basis for hasty curriculum changes, one needs only to point to the mistakes that were made by the over-zealous educationalists who based a reform program upon the now generally discredited early conclusions of Professor E. L. Thorndike.

Or, to take an example from the paper now under discussion, Professor Starch is quoted (59) as having "demonstrated" that Latin is of no appreciable benefit to the student who undertakes the study of one of the Romance languages.

A reference to Professor Starch's test shows that it consists of listing students who took French, for example, dividing them into two groups, Latin and non-Latin. He discovers with manifest pleasure that the students with Latin training surpass in French by "only" about two per cent., and concludes (note the scientific accuracy of this) that "probably" any superiority shown is due, not to the training in Latin, but to the fact that the students who elect Latin are naturally more able.

Of this pitiful performance Dr. Gray says (60):

Starch concludes that "the aid of one language in the study of another is only incidental and unimportant", but he adds the important reservation, *which represents precisely my contention*², "at least so far as present methods of teaching foreign languages go".

That Dr. Gray enters upon the Investigation fully committed to a "contention" of this sort augurs ill for the impartiality of the study; and it is a matter for profound regret that he should thus make common cause with the enemies of humanistic studies, and on the basis of such trivial reasoning.

The educational world has all but gone mad in the matter of hasty readjustments to fit some theory evolved by over-night experiments. Indeed, we might almost be pardoned for expecting to wake up some morning to find that the teaching of commercial arithmetic must be reformed, because someone has made the following startling 'discovery': $3 \times 0 = 2 \times 0$; cancel the common factor, and $3 = 2$ '. Usually the more absurd the 'discovery', the more fanatical the zeal to 'reform' on the new basis. In this (educational) day and generation it is all-important to be up-to-date; being right is quite another matter.

As to Professor Starch's test, granting that the group of students whose records he examined is typical, the fact that a pupil with Latin background achieves in French a grade only slightly higher than one without such background does not by any means prove that the Latin student derives no help from his previous training.

For, if two students have an original aptitude in any way commensurate, for language study, the chances are that the one who is taking his first foreign language, if he will pay the price, can attain a grade very nearly as high as his fellow who has had experience with another foreign language. But this is not

¹Since the above was submitted for publication, the writer has learned in a round-about way that Dr. Gray prefers to have his paper regarded merely as an expression of personal opinion. The fact remains, however, that the paper went to press several months after the appointment of Special Investigators by the American Classical League, and on page 62, footnote 2, the League Investigation is definitely linked with the program outlined in the article. Here, certainly, there is room for very serious misunderstanding, and what is written above should be read in the light of these circumstances.

²The Italics are mine.

the point with which we are now concerned. What of the matter of economy of time and effort?

In the case of two languages related as Latin and French there can be but one answer to this question. The student who has learned Latin is at a marked advantage in attacking French; there is abundance of 'transfer' all along the line—and without any conscious effort of the teacher to bring about this result.

It seems almost incredible that a preconceived idea should blind anyone to a fact so patent as this. If concrete evidence is desired, one has only to turn to the exhibit prepared by Miss Sabin to show the Latin elements underlying an average passage from some Romance language. It is absolutely impossible for a student to master Latin without acquiring a stock in trade that will help him immensely in the attack upon French or Spanish.

There has been brought to the writer's attention a wholly unpremeditated 'test' that drives this point home with telling force. The report was made by a friend of the person tested, and the details have been carefully checked.

A certain teacher, trained in Latin, but with classes in a non-language subject, desired to qualify through a civil service examination for another position. One of the requirements was a working knowledge of a modern foreign language, the applicant being allowed "a reasonable use of the dictionary".

This teacher had had two years of German at an earlier time, and planned to take the examination in that subject; but, on looking over the paper, found it impossible to do anything with it. As passing the examination was not a matter of vital import, the teacher started idly to glance through the other foreign language papers, among others that in Spanish. Here, though that language had previously not been studied at all, some familiar things were noted; with a little piecing together sense began to appear, and on a Latin basis a paper was written that won a pass mark in the civil service test³.

In the light of these facts, it is truly interesting to learn from Professor Starch that he has "demonstrated" that "the aid of one language in the study of another is only incidental and unimportant". It makes a profound difference what the languages are. This student, trained in German, could make nothing of that paper, but, confronted with a Spanish test, administered under the same conditions and judged by the same Board, wrote a pass paper on the basis of the Latin background.

As between Latin as now taught and a Romance language there is unquestionably an immense amount of 'transfer', if the Investigators would but look for it, instead of trying to close their eyes to the patent facts of the case. Until this 'transfer' is impartially and adequately measured, we are by no means inclined to join in Dr. Gray's "contention" that no appreciable amount of transfer can be hoped for unless we abandon the study of Latin as now taught, and make it merely

the avenue for certain intensively cultivated by-products.

How extensive and intricate an adequate test would necessarily be is indicated by the experience of a pupil of the writer. It is a matter of common report that students who take only a modern foreign language in School quickly forget what they have learned, unless there is actual need for the use of the language. The case that came under my observation was that of a woman with a background of Latin, who, after some years of disuse of elementary French, was able to enter and hold her own in advanced University courses in that subject.

This suggests the query whether or not the Latin background tends to hold and fix a pupil's knowledge of French or Spanish. Of course, Professor Starch and others would be quite ready to suggest that it is 'probable' that the student's aptitude in this particular case explains everything. But we are not interested in what Professor Starch thinks is probable. There are solid facts here waiting for investigation; and it will be well to withhold a verdict until all the evidence is in⁴.

(4) and (5). Whether the best teachers would care to continue the work, if obliged to surrender Latin as an end and to substitute various sorts of training in other things, is a question that only they can answer.

No doubt is entertained as to what may be accomplished in Dr. Gray's own School—his success may be as great as that of Dr. Rouse with the Direct Method. But that does not mean that these methods are for everyone. Furthermore, it is, unfortunately, true that the Latin in many a small High School is in the hands of persons who are by no means qualified for the work, and who may even have been forced into it against their will. For these, at least, new methods requiring special training and aptitude would be extra hazardous.

(6) The emphasis which the present activity of the American Classical League is now placing upon educational measurements tends to obscure the fact that there are other fields of investigation calling imperatively for attention.

Thus, the changed constituency of the High School is in itself a distinct menace to the general maintenance of Latin in the Secondary School curriculum. In many Schools the great majority of the pupils have vocational aims, or no special aim at all. Under free election, exacting studies like Latin are shunned in favor of things that are more directly attractive and easy.

Most School Boards feel it necessary to provide first for the subjects largely elected; hence the rule

³One wonders whether Dr. Gray at bottom really subscribes to the doctrine that 'We train what we train', on which he (like the apostles of the Modern School) professes to raise his structure. If so, one queries what he means when, on pages 64-65, in his address to students, he says: "So not only shall we find ourselves able to use Latin as a tool, but it will develop in us, if studied in the right way every day, a greater and greater power, which, once ours, we can employ in solving problems in other fields". In this quotation, the Italics are mine.

It is worth observing, in passing, that psychologists of note are now challenging the doctrine 'We train what we train', and there are hopeful signs that sanity is about to return, leaving the Modern School high and dry. See Professor G. M. Stratton, *Atlantic Monthly*, March, 1921, especially page 369.

⁴These facts are transmitted by a former pupil of the writer and a personal friend of the individual.

frequently heard, 'No class will be organized in any subject for which less than (twenty) students enroll'. Such a rule may automatically eliminate Cicero and Vergil from Schools of considerable size, and might banish Latin entirely from smaller Schools.

Often such results come about through no hostility at all on the part of the administration. It may be simply a matter of dollars. When the large groups of students are provided for, whence the money to secure a teacher for little classes in Latin for students who could be taken care of in other subjects with no additional expense?

How are we to convince School Boards that it is not right to deprive their brightest students of the opportunity to study the subjects best adapted to their need, in order to take care of a crowd of students who are aiming at nothing in particular? While this question remains unanswered, and while we are discussing methods of teaching, the deadly work of eliminating Latin goes steadily on. Of course, matters are aggravated when the administration is actively hostile, as may be seen by contrasting the two following cases.

Case 1. A classical teacher was engaged to teach French in a small High School. Arriving on the ground, he found a little demand for Latin, and, with the consent of the administration, withdrew the French, substituted Latin—and enrolled half the School in the course.

Case 2. The scene is another small High School, but with a principal who hates culture and everything pertaining to a University, and who is himself a laughing-stock because of his ignorance of English. A teacher of Latin and Spanish was engaged, whose first choice was Latin. The principal, however, announced that the School in question had no place for Latin, and that all students desiring to study a foreign language must elect Spanish. Hence, there is no Latin in that School.

In regard to these two cases it will be noted that the question of method does not enter at all. On the one side the decisive factor is the devoted teacher, on the other it is a barbarian principal.

It may be claimed, of course, that an extreme program such as Dr. Gray has in mind may tend to flatter the educational 'expert' and placate the barbarian principal. But, if these ends are to be gained only by a wholly unwarranted attack upon legitimate aims and methods in teaching Latin, and in an abandonment of the study of Latin as an end in itself, we may well pause to count the cost before entering upon such a program.

It is true, too, that Dr. Gray states (§5):

... It is confidently believed that the program proposed for the great majority will be found the best basis for those also who are to pursue their classical studies further and become, as always, the leaders in the realm of thought and literature.

But this is merely the expression of a pious hope (entirely natural to the advocate of a new method), and it

*The exact meaning of this phrase, and Dr. Gray's treatment of this subject would require more space than can properly be claimed here.

carries little conviction to one who is forever hearing the complaints of teachers that they now can scarcely bring their classes through on schedule time, because of the distractions from the business in hand. As a matter of fact, the proposed program seems all of a piece with the general High School policy above noted, whereby the interests of the talented few are sacrificed to the supposed or real needs of the many.

It is earnestly hoped that the American Classical League will early see its way to grapple with the administrative difficulties that now are throttling Latin in many Schools. The problem is a difficult one; but just for that reason it demands the more earnest attention.

In any case, the League will strengthen its position with the classical public, if it will make it clear at the start that its final report will include no bitter and unjustified attack upon the present methods and aims of Latin teaching. A really better program needs only to be advertised, and teachers will be quick to recognize its merits.

In the second place, the disastrous results of hasty reconstruction on the basis of supposed results of educational tests make it very desirable that assurance be given that no attempt will be made to force upon the Schools generally any program that the survey may seem to support. For a period of years any radically new program should be tried out in a very few Schools, including some where the conditions are merely average. If the program justifies itself here, then other Schools may be expected to take it up.

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H. C. NUTTING

DR. GRAY'S REPLY TO PROFESSOR NUTTING

With regard to the article criticized by Professor Nutting permit me to quote from letters which I wrote to him under the dates of February 11, and March 8.

The article was written over a year ago and accepted for publication by The Classical Journal before I was even a member of the Investigating Committee. It has nothing whatever to do with the Investigation, either theoretically or practically. It represents a purely *a priori* attack upon the problem and expresses convictions that have grown out of experience, although this experience has never been checked up by any scientific study. So far as the relationship of the principles which I discussed in that article to the present Investigation is concerned, it is distinctly that of submitting conclusions reached on deductive bases to tests of an inductive nature. Certainly nothing could be farther from the spirit of scientific research which characterizes this Investigation than that anyone's views previously conceived should in any way direct it or affect it. It is precisely the converse that must inevitably be the case, and I am frank to say that this article, written over a year ago, would, if written today as a purely personal article, undergo considerable modification in the light of evidence that is already accumulating from this Investigation. . . .

Must it be necessary to have an Investigating Committee composed of people who have no convictions? If they are to have convictions, must these convictions be approved of in advance? In that case